Mini-Bibliography

Ballinger, R. & Noonan, M. (2004). Transitioning Students with Disabilities in a Rural Native Hawaiian Community: One Teacher's Perspective. *Rural and Special Education Quarterly 23*(4), 17-24. Retrieved December 14, 2005 from http://www.findarticles.com/p/articles/mi_qa4052/is_200410/ai_n9521257.

Special education teachers in rural settings face unique social and cultural challenges. Geographic and economic constraints, cultural and lifestyle differences, and social boundaries between local residents and newcomers may significantly affect the transition process of youth with disabilities. This qualitative case study explored the experiences and influence of a Caucasian transition and reading teaching in her first year in an isolated primarily Native Hawaiian community.

Beauvais, F. (1996). Trends in Drug Use among American Indian Students and Dropouts, 1975 to 1994. *American Journal of Public Health 86*(11), 1594-1598.

This 20-year surveillance project tracks the trends in substance abuse among American Indian students and examines the observed patterns to discover implications for prevention and treatment. The current phase of this work includes data on drug use among Indian school dropouts. Anonymous drug use surveys are administered annually to a nationally representative sample of 7th- to 12th-grade Indian youths residing on or near reservations. An adjustment for dropouts is made to provide estimates for the entire age cohort. Indian youth continue to show very high rates of drug use compared with their non-Indian peers. The trends in rates during the last 20 years parallel those of non-Indian youth. While overall drug use may be decreasing, about 20% of Indian adolescents continue to be heavily involved with drugs, a proportion that has not changed since 1980. Adjustment for school dropouts increases the estimate for the entire age cohort.

Bielenberg, B. (2000). Charter Schools for American Indians. In J. Reyhner, J. Martin & L. Lockard (Eds.), *Learn in Beauty: Indigenous Education for a New Century* (pp. 132-150). Flagstaff, AZ: Northern Arizona University.

The charter school movement is a reform through which American Indians can gain back their sovereignty, a way in which they can step forward on their own behalf and on behalf of their children. However, the existence of such schools alone is not enough, as is shown in this paper through a small-scale ethnographic study of an urban charter school serving students from some 30 tribes. This study indicates that despite the best of intentions, it is often difficult to change common mainstream educational practices. Rather than simply changing what we teach, it is necessary to look more deeply at how we teach and how we structure the learning environment. Taking such issues into consideration can provide

American Indian children with the education they deserve and the education indigenous people, both urban and rural, have been requesting for over a century.

Bureau of Indian Affairs, Office of Indian Education Programs (2001). *2001 Risk Behavior Survey of High School Students Attending Bureau Funded Schools*. Retrieved May 5, 2005 from http://www.oiep.bia.edu/docs/hsyrbs_2001.pdf

This report summarizes the results of the 2001 Bureau of Indian Affairs (BIA), Office of Indian Education Programs Youth Risk Behavior Survey which was completed in the spring of 2001 by 5,654 BIA high school students. Sixty-six out of a possible 75 Bureau schools with grades 9-12 participated. This represents a 66% student response rate and a 92% school response rate. A weighting factor was applied to each student record to adjust for students who did not complete the survey. This report is designed to stimulate useful data driven discussion among educators, parents, and youth in BIA funded schools about more effective ways to focus local programs and activities used to address risk behaviors.

Bureau of Justice Statistics (2004, December). *A BJS Statistical Profile, 1992-2002: American Indians and Crime*. Retrieved August 30, 2005 from http://www.ojp.usdoj.gov/bjs/pub/pdf/aic02.pdf.

Summarizes data on American Indians in the criminal justice system and reports the rates and characteristics of violent crimes experienced by American Indians. This report updates a previous BJS report, American Indians and Crime, published in 1999. The findings include the involvement of alcohol, drugs, and weapons in violence against Indians. The report describes victim-offender relationships, the race of those involved in violence against Indians, and the rate of reporting to police by victims. It discusses the rates of arrest, suspect investigations and charges filed, and incarceration of Indians for violent crimes.

Cajete, G. (2000). Native Science: Natural Laws of Interdependence. Sante Fe, NM, Clear Light.

This text presents the reader with a handbook for understanding, experiencing, and feeling the natural world. Cajete explores and documents the Indigenous view of reality by looking at art, myth or storytelling, ceremony, symbol, and Native science in the physical world. Throughout the text, he discusses the many levels of meaning in astronomy, cosmology, psychology, agriculture, and healing. He stresses the fundamental relationship of Indigenous people to their environment in this discussion of the philosophy of Native science or ethnoscience. This work includes a chapter about plants, food, medicine, gardening, and the contributions of Native food to the world. This philosophy of Native science covers the worldview of Indigenous peoples and their commitment to maintaining the environment.

Center on Education Policy (2005, August). *States Try Harder, but Gap Persists: High School Exit Exams 2005*. Retrieved September 10, 2005 from http://www.cep-dc.org/highschoolexit/reportAug2005/hseeAug2005.pdf.

This is the fourth annual report on state exit exams produced by the Center on Education Policy. It is a product of the Center's comprehensive multi-year study of exit exams and is based on information they collected from 25 states with current or planned exit exams, on their own research, and on their review of other major research in this field. The report aims to be a comprehensive review of the status, characteristics, and effects of exit exams.

The Civil Rights Project (2005, June). *Changing NCLB District Accountability Standards: Implications for Racial Equity*. Retrieved August 2, 2005 from www.civilrightsproject.harvard.edu/research/esea/NCLB_District_Report.pdf.

This study examines the implications of a shift in accountability under the No Child Left Behind Act (NCLB) from the school level to the district level. Most states are identifying school districts for sanctioning for the first time during the 2004-205 school year. Large numbers of districts have been labeled under-performing, and these districts face potentially severe sanctions in the years to come. The heightened importance of district accountability means that it is important to examine both the efficacy of NCLB's method for identifying districts for sanctioning and its effect on low-income and minority students.

Council of Chief State School Officers (2005). *Key State Education Policies on PK-12 Education: 2004*. Retrieved August 10, 2005 from http://www.ccsso.org/publications/details.cfm?PublicationID=270.

This Council of Chief State School Officers (CCSSO) report informs policymakers and educators about the current status of key education policies across the 50 states that define and shape elementary and secondary education in public schools. The report is part of a continuing biennial series by the Council's education indicators program of the Division of State Services and Technical Assistance. CCSSO reports 50-state information on policies regarding teacher preparation and certification, high school graduation requirements, student assessment programs, school time, and student attendance. The report also includes state-by-state information on content standards and curriculum, teacher assessment, and school leader/administrator licensure.

Council of Chief State School Officers (2005, April). *Strengthening Partnerships for American Indian, Alaska Native and Native Hawaiian Student Education: August 2004 Conference Proceedings*. Washington, DC.

The Council of Chief State School Officers recognizes the importance of focusing attention on the educational needs and strengths of Native students through a concerted effort to improve academic outcomes. Commitment to high standards

for Native American youth can successfully be achieved with meaningful partnerships among key stakeholders. The purpose of the initiative is to foster partnerships regionally and within states designed to address the challenges posed by the No Child Left Behind Act for those state leaders.

Education Trust, Inc. (2004). *Education Watch: Achievement Gap*. Retrieved May 20, 2005 from http://www2.edtrust.org/edtrust/summaries2004/2004AchievementGapandSummaryTables.PDF

This report shows how many points students gained or lost the National Assessment of Educational Progress. The report only shows those states that participated in both 1996 and 2003 and had enough members of each student group in the testing sample.

Educational Testing Services (2005, February). *One-Third of a Nation: Rising Dropout Rates and Declining Opportunities*. Retrieved December 13, 2005 from http://www.ets.org/Media/Research/pdf/PICONETHIRD.pdf.

This Policy Information Report documents high and rising high school dropout rates, declining investments in second-chance programs, and deteriorating opportunities for dropouts in the job market.

Faircloth, S. (2000). *Issues in the Education of American Indian and Alaska Native Students with Disabilities*. Charleston, WV: Clearinghouse on Rural and Small Schools. (ERIC Document Reproduction Service No. ED448009).

Over 10 percent of American Indian and Alaska Native (AI/AN) students in public schools and more than 18 percent of AI/AN students in Bureau of Indian Affairs and tribal schools are eligible for or placed in special education programs. This digest addresses four selected issues in the education of AI/AN students with disabilities. First, the 1997 amendments to the Individuals with Disabilities Education Act (IDEA) provide for the awarding of personnel preparation grants to colleges and universities; some grants have been awarded specifically for training special educators to work with AI/AN students. Grant recipients include a program on the Navajo Reservation that trains both Indian and non-Indian service providers, programs aimed at AI/AN college students, and grants to tribal colleges. Second, IDEA guarantees parents certain rights concerning their involvement in their child's education. Suggestions are offered for facilitating the involvement of AI/AN parents. Third, IDEA mandates that all students be evaluated using nondiscriminatory evaluations and multiple forms of assessment and using their native language. Suggestions for culturally and linguistically appropriate assessments are offered. Finally, IDEA requires education in the least restrictive environment. The inclusive model of education adopted by Kayenta Unified School District (Arizona) is briefly described.

Fettes, M. (1999) Indigenous Education and the Ecology of Community. In. S. May (Ed.), *Indigenous Community-Based Education* (pp. 20-41). Clevendon, UK: Multilingual Matters.

This paper begins from the premise that indigenous community-based education can usefully learn from attempts to define and implement 'community education', even in settings so far removed from the indigenous context. The first section shows how 'community education' has been developed on the basis of four fundamentally different concepts of community, all of which have some relevance to the challenges of indigenous education but are ultimately inadequate as a guide to practice. The second section shows how these flaws can be traced back to an overly simplistic model of community rooted in European history. A way of extending this model is proposed which is compatible with a more complex and dynamic 'ecology of community'. This idea is developed in greater detail in the third section, employing a model of 'cultural negotiation' developed by Canadian ethnographer Arlene Stairs, and incorporating many insights offered by Chickasaw educator Eber Hampton, as a means by which indigenous community-based education might proceed.

General Accounting Office (2001). *BIA and DOD School Student Achievement and Other Characteristics Often Differ from Public Schools'*. Retrieved May 5, 2005 from http://www.gao.gov/new.items/d01934.pdf

The federal government has direct responsibility for two school systems serving elementary and secondary students – the Bureau of Indian Affairs and the Department of Defense school systems. This report provides information on student academic performance, teacher staffing, access to educational technology, the condition of facilities, and expenditure levels for each system. This study also provides comparative data for public schools when these data are available.

Haag, M., & Coston, F. (2002). Early Effects of Technology on the Oklahoma Choctaw Language Community [Electronic Version]. *Language Learning & Technology 6*(2), 70-82.

The Choctaw Nation of Oklahoma has implemented some new technological means of teaching the Choctaw language to its dispersed members. After an initial year of telecourses, an Internet course was introduced in 2000 which has served approximately 1,000 students at varying levels of intensity. The design of the course makes direct evaluation of language learning difficult; however, the program has served other goals, such as cultural solidarity and political prestige for the tribal government. The introduction of high technology into the Choctaw Language Program has had other strong effects in facilitating other ventures into high-level preservation, literacy, and pedagogical efforts, the most important of which is putting the Choctaw language into all the public schools in southeastern Oklahoma. The ready acceptance of technology and deliberateness of its introduction is partially attributable to cultural attitudes.

Hermanson, M., & Hoagland, T. (2002). *Utilizing Paraeducators as Liaisons to the Local Community.* Charleston, WV: Clearinghouse on Rural and Small Schools. (ERIC Document Reproduction Service No. ED463108).

A study examined the role of paraeducators as liaisons to the local community. Phase 1 of the study involved interviews with four paraeducators and three teachers, each of whom was part of a rural teacher/paraeducator team that used the paraeducator's background in the community to enhance school activities. Phase 2 involved five group sessions with 135 paraeducators, teachers, administrators, and others from rural Montana schools and with 70 paraeducators, teachers, and administrators from Bureau of Indian Affairs (BIA) funded schools in four states. Findings indicate that paraeducators interacted with parents, suggested school activities based on their knowledge of the community, assisted with arranging school activities in the community, had other roles in the community that enhanced the school-community relationship, brought local culture to school activities, and modeled community attributes. Their acquaintance with local families contributed to school activities. Obstacles to utilizing paraeducators as community links included concerns regarding confidentiality, insufficient paraeducator training, uncertain job descriptions and parameters of paraeducator duties, insufficient paraeducator knowledge of students or school procedures due to inability to attend meetings, and working for schools interfering with a paraeducator's image in the community. These findings were used to develop a series of videos to be used in training teacher/paraeducator teams.

Jeffries, R., Hollowell, M., & Powell, T. (2004). Urban American Indian Students in a Nonpunitive Alternative High School. *American Secondary Education 32*(2), 63-78.

This article is based on participant observation, review of documents such as curriculum materials, and interviews with participants associated with Spotted Eagle Alternative High School in Milwaukee, Wisconsin. The school was founded to combat the high dropout rate of American Indian students from mainstream secondary settings and offers a last chance for high school graduation. Approximately half of its students are American Indian, while the remaining students are African American, White, and Latino. Eighty percent of seniors graduate each year. The article highlights values and attitudes that predominate at Spotted Eagle. It also demonstrates how the school fulfills criteria for a quality nonpunitive education.

Klug, B. J. & Whitfield, P. T. (2003). Widening the Circle: Culturally Relevant Pedagogy for American Indian Children. New York, NY., RoutledgeFalmer.

Intended for preservice and in-service teachers, this text promotes successful teaching of American Indian children through cultural appreciation of indigenous cultures and through the teacher's becoming culturally competent. Exercises are

included at the end of each chapter to assist the reader in exploring their own culture and values. In Chapter One, Klug and Whitfield state the goals of the book: to describe the process of becoming bicultural; to provide a short history of American Indians that includes educational practices since European contact; to enlarge the readers' sense of culture; and to provide examples of culturally responsive pedagogy, curricula, and instructional tools. Chapter Two provides a brief history of American Indian education. Chapter Three discusses the colonization of American Indian communities generally. Chapter Four addresses the development of the concept of culture. In Chapters Five and Six, the authors explore culturally responsive educational practices and pedagogies. Additional chapters introduce four teachers who have taught in schools with large populations of American Indian students, and discuss how to bring indigenous communities into the school community.

Kroskrity, P., & Reynolds, J. (2001). On Using Multimedia in Language Renewal: Observations from Making the CD-ROM Taitaduhaan. In L. Hinton & K. Hale (Eds.), *The Green Book of Language Revitalization in Practice* (pp. 317 - 329). San Diego, CA: Academic Press.

This chapter describes how the authors designed and produced the CD-ROM *Taitaduhaan: Western Mono Ways of Speaking* as a multimedia, performance-based resource for language revitalization efforts. On the basis of their experience in developing the CD-ROM for members of a central California tribe, the authors make some suggestions for those who consider using multimedia in other language renewal projects.

McHenry, T. (2002). Words as Big as the Screen: Native American Languages and the Internet [Electronic Version]. *Language Learning & Technology 6*(2), 102-115.

As linguists working with the revival, maintenance, and survival of Native American languages have noted, the forces causing languages to become obsolete are not merely linguistic: political, economic, and social factors all influence the viability of indigenous languages. Thus, researchers addressing Native American issues must pay attention to these factors in order to understand more fully the complexity of language decisions for Native Americans. However, the majority of research done on Native American languages is done by non-Natives. This Native subject/non-Native researcher relationship is a problematic one, given the longstanding practice of non-Native people making decisions for and about Native Americans. To make matters even more complex, the dominant North American culture has a long tradition of mythologizing Native Americans as pre-literate "children of nature" -- an outdated stereotype that does not reflect the sophisticated appropriation of computer technology by Native American communities during the "Internet revolution" of the last 10 years. This paper explores the complex history of Native American language research before discussing how one Native school is utilizing Web technology.

Meriam, L., Brown, R., Cloud, H., Dale, E., Duke, E., Edwards, H., et al. (1928). *The Problem of Indian Administration*. Baltimore, MD: Johns Hopkins Press.

> Prepared by a team of social scientists led by Lewis M. Meriam (and including the Winnebago Henry Roe Cloud) and was published in 1928. It recounted the conditions for Indian peoples on reservations. The study found infant mortality rates of 190.7 per 1,000, far higher than the rate for any other ethnic group. Diseases such as measles, pneumonia, tuberculosis, and trachoma (an infectious eye disease) were rampant on the reservations, and material conditions ranging from diet to housing to health care were deplorable. The report singled out the U.S. government's allotment policy as the greatest contributor to Indian peoples' impoverishment and called for a complete overhaul of the Bureau of Indian Affairs and of national Indian policy.

Montgomery, D. (2001). Increasing Native American Indian Involvement in Gifted Programs in Rural Schools. *Psychology in the Schools 38*(5), 467-475.

> Recent changes in the field of gifted education, including calls for redefining the gifted education specialist's role and the classroom teacher's desire to collaborate, have led to consultative and collaborative approaches to serving gifted learners. Resource consultation and collaboration, the pooling of expertise among all school staff in order to do more for students, is emerging as a popular service delivery strategy in gifted education programming. This article reveals much about the nature and context of the processes only recently applied to gifted learners. Specifically, it contains a description of the consultation and collaboration processes, management issues for related programming, delineation of consultation and collaboration activities, and presents the educational implications for their implementation.

National Center for Education Statistics (2004). *The Condition of Education 2004*. Retrieved May, 18, 2005, from http://nces.ed.gov/pubs2004/2004077.pdf

> Recognizing that reliable data are critical in guiding efforts to improve education in American, *The Condition of Education 2004* presents indicators of important developments and trends in American education. Recurrent themes underscored by the indicators include participation and persistence in education, student performance and other outcomes, the environment for learning, and societal support for education. In addition, this year's volume contains a special analysis that examines changes in undergraduate student financial aid between 1989-90 and 1999-2000.

National Center for Education Statistics (2005). *National Assessment of Education Progress: The Nation's Report Card*. Retrieved August 10, 2005 from http://nces.ed.gov/nationsreportcard/.

> The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing

assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (*e.g*., fourth-graders) and groups within those populations (*e.g*., female students, Hispanic students). NAEP results are based on a sample of student populations of interest.

National Indian Education Association (2005). *Federal Indian Education Funding for FY 2006: The President's Budget Request*. Retrieved May 5, 2005 from http://www.niea.org/sa/uploads/policyissues/19.42.BudgetPaper_final.pdf

Federal funding for Indian education programs is provided for by Congress in two separate annual appropriations bills: the Department of Labor, Health and Human Services and Education and Related Agencies Appropriations Bill, and the Department of the Interior and Related Agencies Appropriations Bill. The President submitted his budget request for fiscal year 2006 to Congress on February 7, 2005. The budget calls for a reduction in overall funding for the Department of Education of about 2.9%, and a reduction in funding for the Bureau of Indian Affairs of about 5.9%. The overall budget request for all federal discretionary spending is increased by about 2.1%. The following is a detailed outline of the Indian education provisions in the President's request and some historical data on the funding levels for each program or account.

National Research Council. (2002). *Minority Students in Special and Gifted Education*. Washington, DC: National Academy Press.

Special education and gifted and talented programs were designed for children whose educational needs are not well met in regular classrooms. From their inceptions, these programs have had disproportionate representation of racial and ethnic minority students. This book considers possible contributors to that disparity, including early biological and environmental influences and inequities in opportunities for preschool and K-12 education, as well as the possibilities of bias in the referral and assessment system that leads to placement in special programs. It examines the data on early childhood experience, on differences in educational opportunity, and on referral and placement. The book also considers whether disproportionate representation should be considered a problem.

Native American Rights Fund (2000). *Tribalizing Indian Education: Federal Indian Law and Policy Affecting American Indian and Alaskan Native Education*. Retrieved June 1, 2005 from http://216.69.166.179/pubs/edu/purple.pdf

These materials are an overview of the major legal principles of federal Indian law and the major developments in federal Indian policy. They are intended to show how the legal principles and policy developments have affected the education of American Indians and Alaska Natives.

Nee-Benham, M., & Cooper, J. (Eds.), (2000). *Indigenous Educational Models for Contemporary Practice: In Our Mother's Voice*. Mahwah, NJ: Erlbaum.

What is the philosophy that should drive native education policy and practice? In July 1997 a group of native educational leaders from the United States (including Alaska and Hawai'i), Canada, Australia, and New Zealand gathered to define a potential solution to this question. This book passes on the individual educational philosophies of the participants and forwards a collective vision for a native language- and culture-based educational philosophy that native educational leaders and teachers, policymakers, and curriculum developers can use to ground their work.

Parker, T. (2004). Factors Associated with American Indian Teens' Self-Rated Health. *American Indian Alaska Native Health Research 11*(3), 1-19.

Factors related to American Indian (AI) high school students' self-rated health were examined. Self-rated health was measured as a single-item with a four-point response option ranging from poor to excellent health. Of the 574 participants, 19% reported "fair" or "poor" health, a percentage more than twice that for U.S. high school students in general. Gender (related to family finances), school achievement, social competence, and cannabis use were significantly associated with the AI teens' self-rated health. In comparative examination, factors associated with AI teens' health ratings were found to be similar and dissimilar to ratings of other teens in important ways.

Pewewardy, C. (2002). Learning Styles of American Indian/Alaska Native Students: A Review of the Literature and Implications for Practice. *Journal of American Indian Education 41*(3), 22-56.

A review of theories, research, and models of the learning styles of American Indian/Alaska Native students reveals that American Indian/Alaska Native students generally learn in ways characterized by factors of social/affective emphasis, harmony, holistic perspectives, expressive creativity, and nonverbal communication. Underlying those approaches are assumptions that American Indian/Alaska Native students have been strongly influenced by the language, culture, and heritage, and that American Indian/Alaska Native children's learning styles are different – but not deficient. Implications for interventions include recommendations for instructional practice, curriculum organization, assessment, and suggestions for future research.

Reyhner, J. & Eder, J. (2004). American Indian Education: A History. Norman, OK: University of Oklahoma.

In this comprehensive history of American Indian education in the United States from colonial times to the present, historians and educators Jon Reyhner and

Jeanne Eder explore the broad spectrum of Native experiences in missionary, government, and tribal boarding and day schools. This up-to-date survey is the first one-volume source for those interested in educational reform policies and missionary and government efforts to Christianize and "civilize" American Indian children. *American Indian Education* considers and analyzes shifting educational policies and philosophies, paying special attention to the passage of the Native American Languages Act and current efforts to revitalize Native American cultures.

Sarouphim, K. (2002). [Discover in High School: Identifying Gifted Hispanic and Native American Students](#). *Journal of Secondary Gifted Education 14*(1), 30-38.

Based on Gardner's theory of multiple intelligences, the Discover assessment was designed to identify gifted minority students for placement into programs for the gifted. In previous studies, the reliability and validity of the assessment in elementary grades were examined and yielded mostly positive results. In this study, similar analyses were carried out to investigate some validity aspects of Discover with secondary students. The sample consisted of 303 predominantly Hispanic and Native American ninth grades. The results provided evidence for an alignment of the assessment with the theory of multiple intelligences. Also, no overall gender or ethnic differences were found in the numbers of students identified. In addition, the results suggested that the use of the Discover assessment might help in reducing the problem of minority students' under-represented in programs for the gifted, as 29.3% of the high school students that participated in this study were identified as gifted.

Strand, J. (2002). *[Nurturing Resilience and School Success in American Indian and Alaska Native Students](#)*. Charleston, WV: Clearinghouse on Rural and Small Schools. (ERIC Document Reproduction Service No. ED471488).

This digest examines recent literature on factors related to resilience, well-being, and school success for American Indian and Alaska Native students. The characteristics of resilient Native youth are discussed, including the ability to bounce back from adversity, and protective factors that enable high-risk resilient children to avoid negative outcomes. Traditional Native ways of fostering resilience focused on developmental areas related to spiritual, mental, emotional, and physical well-being. The National Longitudinal Study of Adolescent Health revealed connections within family, community, and school that foster resilience. Although there are tribal differences in traditional Native ways, this digest focuses on some commonalities that exist in shared core values, beliefs, and behaviors. The findings of one recent study are highlighted, revealing what Native youth believe parents, teachers, and schools can do to foster resilience. Additional studies that make connections between resilience and Native spirituality and biculturalism are briefly reviewed.

Swanson, C. (2001). *[Who Graduates? Who Doesn't? A Statistical Portrait of Public High School Graduation, Class of 2001](#)*. Retrieved May 4, 2005, from Urban Institute,

Education Policy Center Web site:
http://www.urban.org/UploadedPDF/410934_WhoGraduates.pdf

This study, the latest in a series of investigations conducted by the Urban Institute, contributes to the growing body of knowledge in this field of inquiry by providing the most extensive set of systematic empirical findings on public school graduation rates in the United States available to date. Detailed descriptive statistics and analytic results are presented for the nation as a whole, by geographical region, and for each of the states. This study also offers an exceptionally detailed perspective on the issue of high school completion by examining graduation rates for the overall student population, for specific racial and ethnic groups, and by gender. Also analyzed are graduation rate patterns for particular types of school districts, with special attention to the systems in which the nation's most socioeconomically disadvantaged students are educated.

Tepper, N., & Tepper, B. (2004). Linking Special Education with Multicultural Education for Native American Children with Special Needs. *Rural and Special Education Quarterly 23*(4), 30-33.

Special educators need to be able to work well with Native American students who have special needs and their families to insure that their cultural background is used to support, rather than impede their progress in education. The authors propose a set of questions that can be used to assist educators in collaborating with families to incorporate key aspects of the child's cultural background into the individual education plan.

United States Census Bureau (2000). *Census 2000 American Indian and Alaska Native Summary File: Sample Data*. Retrieved May 18, 2005 from http://www.census.gov/Press-Release/www/2004/AIANSF.html

The American Indian and Alaska Native Summary File (AIANSF) contains sample data, which is the information compiled from the questions asked of a sample of all people and housing units.

The sample data are presented in 213 population tables (matrices) and 110 housing tables, identified with "PCT" and "HCT," respectively. The tables are repeated or iterated for the total population, the total American Indian and Alaska Native population, the total American Indian population, the total Alaska Native population, and for 1,081 additional specified American Indian and Alaska Native tribes. For any of these iterations, tables will be shown only if the specific population threshold is met. The population for the specific iteration in a specific geographic area must be at least 100 people (based on a 100-percent count) of the specified population and include at least 50 unweighted sample cases. This threshold is based on respondents who reported only one tribe.

The AIANSF is released as one file providing data for the United States, regions, divisions, states (excluding Puerto Rico as a state equivalent), metropolitan areas, American Indian and Alaska Native areas, and Hawaiian home lands.

United States Commission on Civil Rights (2003). *A Quiet Crisis: Federal Funding and Unmet Need in Indian Country*. Retrieved May 18. 2005 from http://www.usccr.gov/pubs/na0703/na0204.pdf

This report examines federal funding of programs intended to assist Native Americans at the U.S. Department of Interior, U.S. Department of Health and Human Services, U.S. Department of Housing and Urban Development, U.S. Department of Justice, U.S. Department of Education, and U.S. Department of Agriculture. In this report the Commission assesses the adequacy of funding provided via programs administered by these six agencies and the unmet need that persist in Indian Country.

This study reveals that federal funding directed to Native Americans through programs at these agencies has not been sufficient to address the basic and very urgent needs of indigenous peoples. Among the myriad of unmet needs are: health care, education, public safety, housing, and rural development. The Commission finds that significant disparities in federal funding exist between Native Americans and other groups in our nation, as well as the general population.

U.S. Department of the Interior. (2005). *Strengthening the Circle: Interior Indian Affairs Highlights 2001-2004*. Retrieved October 3, 2005 from http://www.doi.gov/accomplishments/bia_report.pdf.

This publication highlights the U.S. Department of the Interior's activities and accomplishments in the American Indian and Native Alaskan communities during the past four years. Programs reviewed include: Indian Education Programs, Fiduciary Trust Programs, Economic Development and Tribal Services, Law Enforcement and Security Programs, and Commissions and Boards.

Villa, D. (2002). Integrating Technology into Minority Language Preservation and Teaching Efforts: An Inside Job [Electronic Version]. *Language Learning & Technology 6*(2), 92-101.

The recent explosion in technology, in particular in computer and digitizing systems, has many implications for heritage language maintenance and learning. In particular, authentic language usage can be easily recorded and preserved for those goals. That same explosion, however, can lead to a less than appropriate implementation of technology for language maintenance and learning. Further, certain cultural boundaries can make it difficult to have access to authentic language usage, particularly by out-group individuals who work on indigenous languages. This paper presents a pilot study that attempts to both implement technology in an appropriate manner and surmount the problems faced by out-group language researchers by training an in-group member, in this case a speaker

of Navajo, in the methodology and technology necessary for recording and preserving her heritage language. The results of this work are discussed, as well as the role of computer and digitizing technology in language maintenance and teaching.

Disclaimer and Terms of Use